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AUTHOR Potts, Joe D.
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ABSTRACT

This paper presents a summary of selected data and issues related to international education at Fort Hays State University (FHSU) in Kansas focusing specifically on international student populations. The paper also outlines results of recent initiatives to increase international student enrollment at FHSU together with a summary of arguments supporting such increases. The paper notes that FHSU is the least internationally-oriented of the Kansas state universities, that it is the only institution without at least one full-time staff member dedicated to the international area, and that recent efforts at FHSU to increase international enrollment have yielded an increase of 360 percent (from 39 to 180). The paper argues that international students provide educational benefits in improved academic standards, a disproportionate impact on graduate school full time enrollment, utilization of excess capacities at the undergraduate level, and an elastic supply of talent for research and teaching assistantships and future faculty. The paper also points out the economic benefits to the state of Kansas from the international students at the state institutions in jobs, tax revenue, and expenditures. Recommendations include an initial enrollment target of 275 internationals and establishment of a full-time position to coordinate international student services. (JB)

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International Students at Fort Hays State University: An Impact Analysis

Joe D. Potts

1992

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"…. we came to the conclusion that, for almost every institution we visited, serious inquiry into issues related to foreign students was long overdue."

—Goodwin and Nacht, *Absence of Decision*

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EXECUTIVE SUMMARY

- **In terms of percent international enrollment and relative investments in international areas,** FHSU is the least internationally-oriented of the Regents universities.

- **FHSU is the only Kansas Regents institution without at least one full-time staff dedicated to** the international area. Insufficient services will probably have a negative effect on student retention and realization of long-term benefits of increased enrollment.

- **Efforts to improve international recruitment at FHSU have yielded:**
  ...an increase from 39 to 180 (360%) in international admits from fall 1988 to fall 1991
  ...an increase from 83 to 201 (142%) in international enrollment from fall 1989 to spring 1992
  ...Forty-nine fall 1991 students were enrolled primarily in the AESL program. To date, 35% of AESL students have later enrolled as full-time FHSU students for at least one semester.

- **International students provide educational benefits in terms of:**
  ...improved academic standards
  ...disproportionate impact on graduate school FTE (FTE/headcount ratio of 1.145 compares to .497 for American students. Percent of graduate FTE generated by internationals increased from 2.32% to almost 10% from fall 1979 to fall 1991.)
  ...utilization of excess capacities at the undergraduate level
  ...elastic supply of talent for research and teaching assistantships and future faculty

- **Estimated economic benefits to Kansas of 5000 internationals in Regents institutions:**
  ...$55,000,000 total additional expenditures annually
  ...$46,145,000 new household income annually
  ...$6,215,000 additional state tax revenues annually
  ...2866 new jobs

- **Community and university economic benefits of international students at FHSU include:**
  ...estimated per student: direct economic impacts of $11,000 total expenditures, $9,229 new household income, $4,556 new money deposited in local banks, .57 new jobs and $640 in automobile purchases.
  ...estimated for 201 students enrolled in spring 1992: direct economic impacts of $2,211,000 total expenditures, $1,855,030 new household income, $915,750 new money deposited in local banks, 115 new jobs and $128,550 in automobile purchases.
  ...projected estimates for 275 students: direct economic impacts of $3,025,000 total expenditures, $2,538,000 new household income, $1,252,900 new money deposited in local banks, 132 new jobs and $174,625 in automobile purchases.
  ...more rapid generation of FTE (FTE/headcount ratio of 1.05 compares to .79 for American students)
  ...more rapid generation of tuition dollars (average spring 1992 tuition per student per semester of $2077.43 (UG) and $1379.70 (G) compares to $657.91 (UG) and $462.72 (G) for American students). Internationals are three times more tuition-productive.

- **Beyond simply comparing tuition income to staff salaries and expenses for processing of** international applications, costs associated with internationals are difficult to assess.

- **It is recommended:**
  (1) that an initial enrollment target of 275 internationals be adopted, with no more than 25% of this total from any one country,
  (2) that the present .5 seasonal position for international student services be increased to a full-time line position with secretarial support and student labor,
  (3) that immediate attention be given to eight related issues (page 16).

International Students at Fort Hays State University:

An Impact Analysis

"Honor abroad and a liberal percentage of foreign students enhance the esteem in which a university is held at home... We cannot secure the force of large life without large life itself... I beseech for the university a generous method and a large spirit, on the part of the faculty who order it, on the part of its governing board, and on the part of the people of the state."

John Bascom, President
Univ. of Wisconsin, 1874-1887

"What kind of damn university is it that doesn't have some sort of international component?"

Edward Schuh, Dean
HH Humphrey Institute of Public Affairs

INTRODUCTION

Major changes are taking place on the Fort Hays campus in the area of international education, particularly with respect to international recruitment and enrollment. Some welcome these changes, some do not, and others have yet to make up their minds. At any rate, the potential for long-term benefit as a result of these changes is enormous, but will not be realized without careful planning and management.

This paper presents a summary of selected data and issues related to international education at Fort Hays State University, focusing specifically on international student populations. The paper also outlines results of recent initiatives to increase international student enrollment at FHSU, together with a summary of arguments supporting such increases. A list of recommendations is then presented on the basis of these arguments and data. In particular, the paper attempts to answer the following questions:

1. How does FHSU compare to other Kansas Regents institutions in terms of:
   a. current and traditional levels of international enrollment?
   b. staffing for international programs and services?

2. What changes have occurred as a result of recent efforts to increase international enrollment at FHSU?

3. What are the educational and/or economic benefits of international students on campus? What are the costs?

4. What steps are necessary to ensure that potential long-term benefits are realized?

5. What related issues have developed in conjunction with these changes?

HISTORICAL BACKGROUND AND INSTITUTIONAL COMPARISONS

International student enrollment, international student services and staffing for international programs such as study abroad are three basic parameters revealing overall institutional commitment to international education. These, of course, are not the only revelatory parameters: faculty exchanges abroad, international curricula and cooperative agreements with foreign institutions are also important indicators. The former areas, however, provide a simple barometer for measuring the international character and activity of a university.

National comparisons...

International enrollment at FHSU stood at 3.34% for fall 1991, probably marking the first time the university will have exceeded the national average for post-secondary institutions in any given year. FHSU still enrolled a far lower proportion of international students than schools with the highest percentages, which include a number of leading institutions. Following are the top fifteen four-year institutions with respect to percent international enrollment for the 1989-90 academic year. The national average for that year was 2.8%, a figure also encompassing schools with no international students.

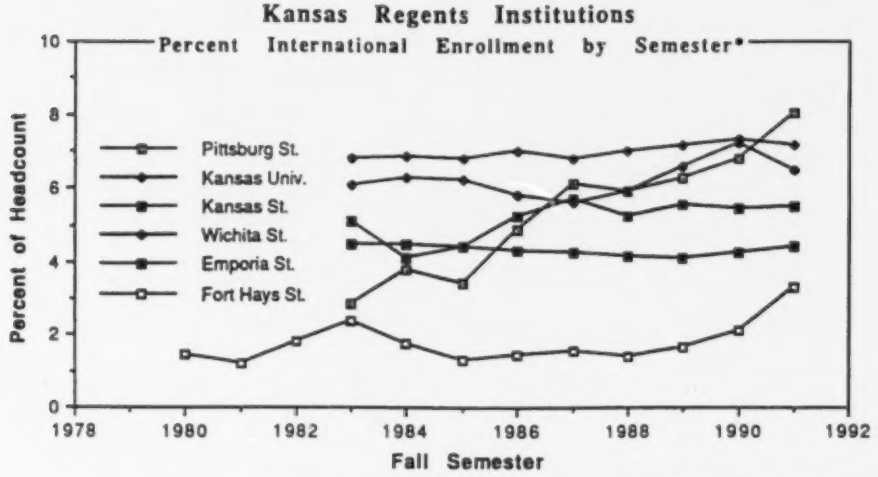
Institutions with Highest International Student Proportions, 1989/90*

1.	U.C. San Francisco	32.3%
2.	N.J. Inst. Tech.	23.9%
3.	M.I.T.	21.5%
4.	Stanford Univ.	15.6%
5.	Columbia Univ.	14.8%
6.	Howard Univ.	14.4%
7.	U.S.C.	13.7%
8.	Univ. of Penn.	13.7%
9.	Harvard Univ.	13.2%
10.	So. Univ. of A&M	12.8%
11.	Univ. of Miami	12.6%
12.	Univ. of Rochester	12.3%
13.	American Univ.	11.9%
14.	Geo. Washington Univ.	11.6%
15.	Univ. of Chicago	11.6%
	AVERAGE:	15.7%
	(Fall 1991 FHSU:	3.34%)

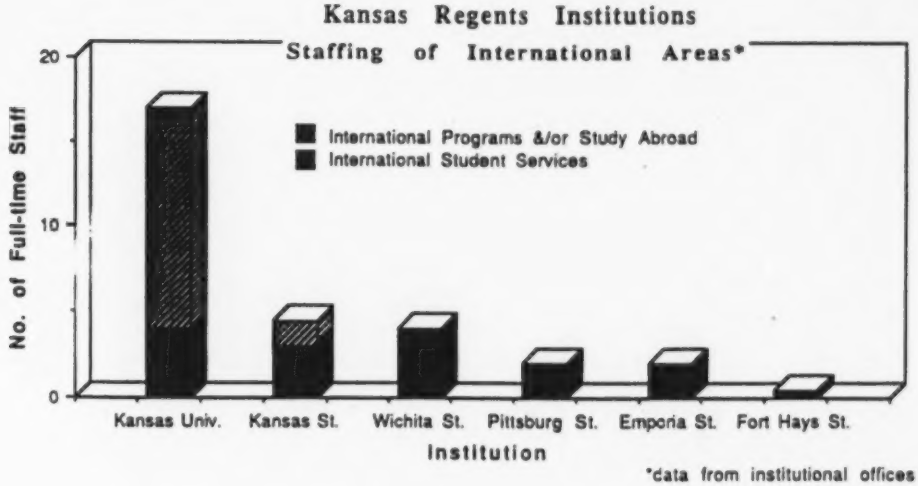
**Data from Open Doors*

Regional comparisons...

The following graphs illustrate comparisons among the six Kansas Regents institutions in terms of international enrollment and staffing for international services and programs.



*data from institutional offices and Open Doors, 1984-1990



*data from institutional offices

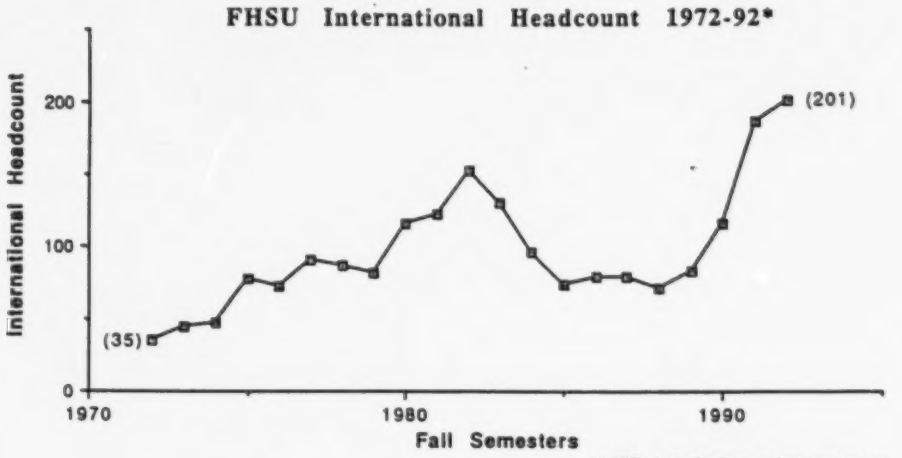
In terms of international enrollment and relative investments in international areas, programming and staffing, FHSU is the least internationally-oriented of the six Regents universities.

INCREASING INTERNATIONAL ENROLLMENT AT FHSU

Fort Hays State's demographics are changing, however. Cultivation of relationships with referral and sending agencies abroad and establishment of an on-campus intensive English language program (AESL) are beginning to bear fruit for FHSU. Significant strides have been taken toward the university's stated objective of increased international student enrollment (1991 Strategic Plan, p.16).

The new trend...

From fall 1989 to spring 1992, international enrollment increased 142% from 83 to 201, a record high for FHSU. The graph below, showing international enrollment since 1970, illustrates this impressive increase. Peak years in the early eighties were due to an inordinate number of Nigerian students, who then comprised more than half of the international population.



*1992 data is for spring semester.
Data from Office of the Registrar.

New admits (students notified by mail of their admission) for fall 1991 and spring 1992 show a dramatic increase over previous years. A significant number of these admits are students recruited for the AESL program (numbers in parentheses). Based on averages in recent years, approximately thirty percent of new admits actually enroll at FHSU.

New international admits,*	fall	1988:	39
	"	1989:	61
	"	1990:	79 (2)
	"	1991:	180 (85)

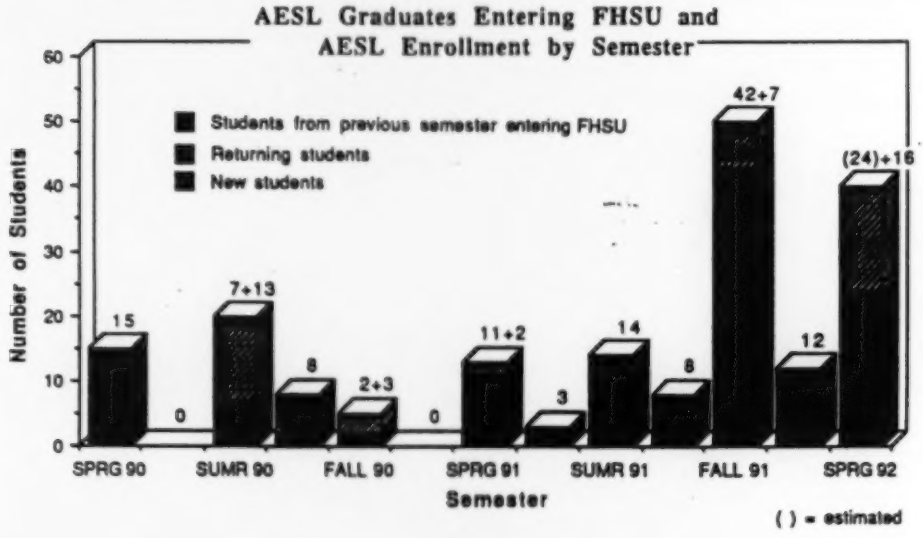
**data from Office of Student Affairs*

Reasons for the increase...

The sharp increases outlined above and in Appendix One are due in large part to addition of the AESL (American English as a Second Language, Inc.) program, and to a lesser degree to cultivation of relationships with sending agencies. Other factors may also

have contributed to recent increases, but these have yet to be clearly identified. Interestingly, the university has not had to work particularly hard to recruit these new international students. The apparent ease with which increases have been achieved is initially gratifying, but the fact that the increases stem from a very few sources indicates a need to diversify and develop new recruiting channels as well. Loss of the AESL program, for example, would make it very difficult to sustain current enrollment, as few alternative recruitment strategies have been developed.

1. AESL. Recent international enrollment increases correlate closely with the April, 1990 establishment of the AESL program, which improved FHSU's ability to attract and serve international students. Beginning enrollment in the program was fifteen students, increasing to twenty for the summer 1990 term. Enrollment dropped to only five in fall 1990, then rose to thirteen in spring 1991 and fourteen in summer 1991. Increased recruiting by AESL saw fall 1991 enrollment jump to 49. Spring 1992 enrollment is still uncertain, but early indications are that numbers will be down from the fall 1991 total.



Of the 187 international students enrolled at FHSU for fall 1991, 49 were concurrently and primarily students in the AESL program. Though nearly all AESL students have been accepted into an FHSU degree program, they may not begin full-time FHSU coursework until the required English proficiency is achieved. From April 1990 through fall 1991, 91 different students enrolled and then completed or left the AESL program. Of these, 31 later enrolled at FHSU as full-time degree-seeking students for at least one semester. This initial sample indicates that approximately 35% of AESL students ultimately enroll at FHSU. On the basis of these early figures, AESL is an effective recruitment channel for the university. It should also be noted that a small number of students recruited by AESL have entered FHSU directly upon arrival by passing the initial English proficiency test.

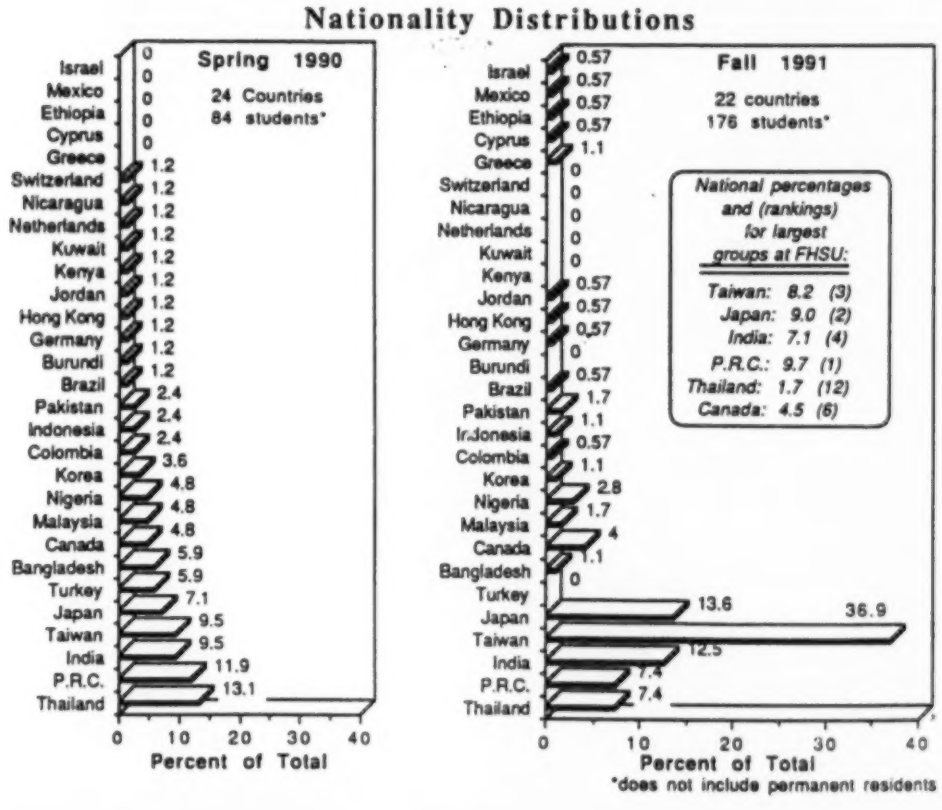
2. Other sources. Relationships with sending agencies abroad have also contributed somewhat to recent increases. Visu Consultants, a referral agency based in India, has sent approximately 20 graduate students to FHSU since an informal relationship was established in fall 1990. A large number of inquiries have also been received recently

from students referred by another agency, the International Education Service, though no students have actually enrolled so far. This linkage was established in 1991.

Traditionally, international students learn of FHSU and choose to enroll here as a result of referrals by family members, friends or acquaintances who attended earlier or have knowledge of the school for some other reason. This is still true: **the majority of international students currently enrolled are not here as a result of any overt effort by FHSU to recruit them.** Populations over the last twenty years have remained surprisingly stable, but have been low in comparison to other Regents institutions. No recent studies are available which reveal specifically how or why students chose FHSU, but yearly surveys at Pittsburg State (Kansas) show that word of mouth accounts for approximately 70% of new students enrolled there. Excepting the large influx of Nigerian students in the early eighties through cooperation with KSU, only in the last two years have significant numbers of internationals come to FHSU through overt strategies initiated by the university.

Nationality distributions...

While the AESL program and relationships with referral agencies have contributed to rapid increases in enrollment, there has been at least one deleterious side effect. Whereas prior to recent increases the distribution of student nationalities was relatively broad and even, a small number of countries now predominate. Total enrollment has doubled, but the number of countries represented is basically unchanged. The graphs below illustrate the sharp contrast between nationality distributions before and after recent enrollment increases.



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Enrollment from a small group of countries has sharply increased, resulting in an international population very different from that which was typical in semesters prior to fall, 1990. These results should not be surprising, given the fact that AESL students are recruited almost exclusively from Eastern Asia, and that Visu Consultants refers only students from India. **It should also be noted that certain areas of the world are severely under-represented on, or entirely missing from, the FHSU campus. There are no students from eastern Europe and very few from western Europe, Africa, the Middle East and Central and South America.** In terms of rank, the new nationality distribution at FHSU reflects distributions on most university campuses, but in percentage terms Indian, Japanese and particulary Taiwanese at FHSU exceed national norms.

The largest nationality groups will always be from those countries with the most students seeking to study in the United States. Ideally, however, a campus international community should reflect the world community. Other factors held constant, the educational and cultural benefits to the host community of internationals on campus will probably vary with the extent to which the world community is accurately represented. Conversely, large numbers from a single country may result in students cloistering themselves within their particular cultural group, and limiting their integration and interaction with the host community. To achieve maximum benefit and avoid negative consequences for both students and their hosts, guidelines and strategies for future recruitment are needed which will help develop a balanced and representative international student community.

BENEFITS OF INTERNATIONAL ENROLLMENTS: EDUCATIONAL

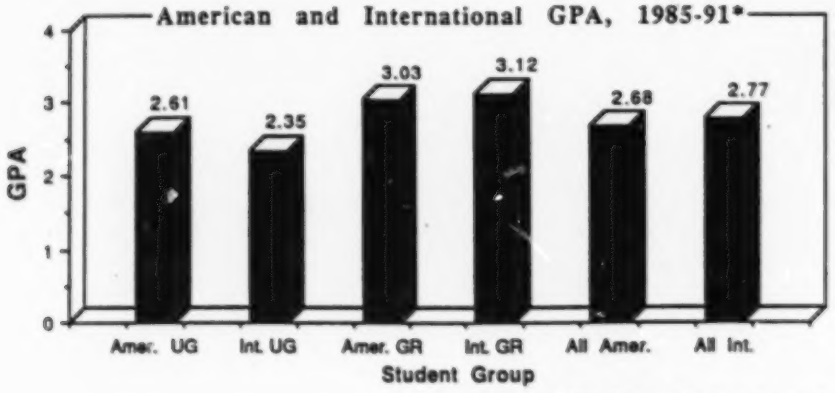
International students have an overall positive impact on the educational quality and environment of an institution. They represent a rich resource for international education on campus, and provide immediate contacts overseas as steps are taken to increase university exchanges and linkages abroad. Both of these will prove integral to the process of internationalization at FHSU. Internationals open a vital window to the world which, if properly utilized, can provide a "living presence" of those different cultural values that students must understand to serve the long-term interests of the United States and the global community as a whole. More specific, measurable educational benefits may be enumerated as well, including positive impacts on academic standards and graduate programs.

Academic Standards...

Internationals have a positive influence on academic standards. Research shows that these students demonstrate consistently higher indicators of academic performance than their American counterparts. On average, internationals are higher achievers, have higher personal performance expectations (higher GPA, higher degree attainment, less anticipation of failure) and they obtain a higher quality and percentage of advanced degrees.

Level by level analysis of FHSU international and American enrollment and average GPA generally supports these findings. A larger proportion of international students seek advanced degrees, and international graduate students slightly outperform American students in terms of GPA. Overall international GPA remains slightly higher than that of American students although the average GPA of international undergraduates tends to

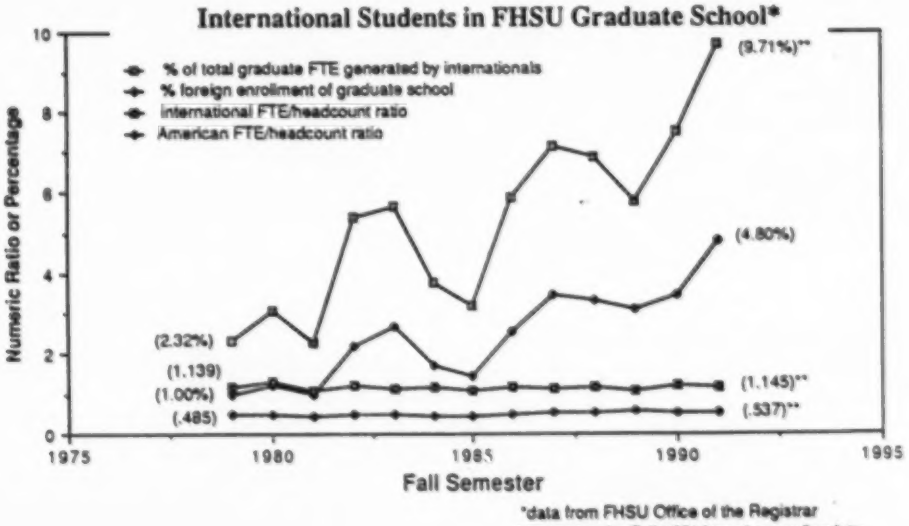
be lower. Shown below are FHSU fall and spring semester GPA and population averages (excluding summer) by level over the period spring 1985 through spring 1991. fall 1991 international GPA's were 2.75 (UG) and 3.39 (G).



*data from FHSU Office of Budget & Planning

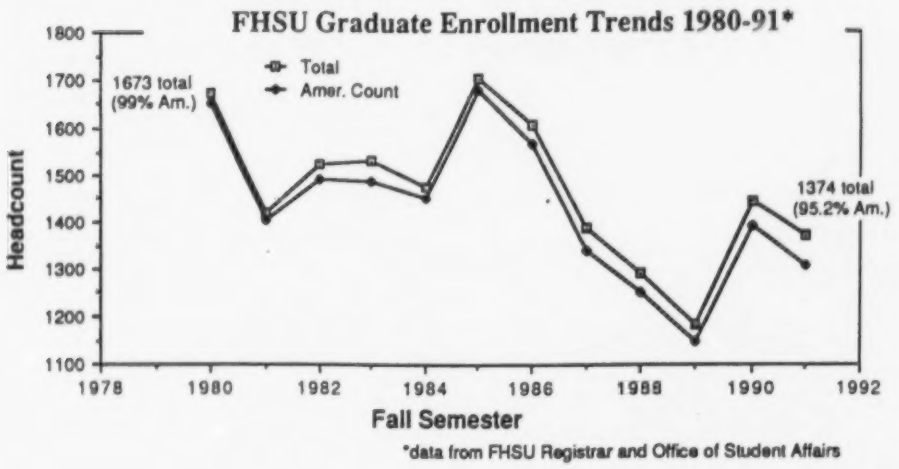
Graduate Programs...

Internationals play an important role in supporting graduate programs at FHSU. Relative to headcount, international students generate a disproportionately large percentage of graduate FTE. Fall semester FHSU graduate FTE totals for 1979 through 1990 reveal an average FTE/headcount ratio of 1.145 for international graduate students, compared to only .497 for Americans (i.e., the average American generated .497 FTE per semester). While constituting an average of only 2.25% of graduate headcount during this period, internationals generated 4.91% of total graduate FTE. These percents trend upward over the period, and in fall 1990 internationals were responsible for 7.52% of total graduate FTE. Applying the same ratio with the 66 students enrolled for fall 1991 (4.8% of graduate headcount), internationals would account for nearly ten percent (9.71) of total graduate FTE.



*data from FHSU Office of the Registrar
**estimates for Fall 1991 based on earlier data

Percent international enrollment and FTE will increase further if domestic graduate enrollment continues its recent decline and international enrollments are sustained. On the other hand, a decline in international enrollment may be predicted to have a disproportionate negative impact on total graduate FTE, as is apparent below.



*data from FHSU Registrar and Office of Student Affairs

Excess capacities and system stability...

Internationals comprise only a very small portion (2.8% in 1989) of total enrollment in U.S. post-secondary institutions. However, it has been convincingly argued that, in the context of recent and foreseeable changes in the education sector, international students contribute significantly to overall stabilization of the U.S. system of higher education. International graduate students constitute a highly elastic source of talent to graduate schools increasingly short on domestic talent, thereby contributing to the effectiveness of overall research, to the supply of undergraduate education (by serving as teaching assistants) and to the supply of future faculty. International undergraduates help fill excess institutional capacities resulting from two factors: general declines in domestic undergraduate enrollment (except in a few high-demand fields), and constraints on the ability of schools to make downward adjustments when excess resources, such as tenured faculty, are present.

BENEFITS OF INTERNATIONAL ENROLLMENTS: ECONOMIC

Several studies have documented the significant, positive economic impact that international students have on the university and surrounding community. National, regional and local levels of impact should be considered in assessing these benefits.

National benefits...

Education is one of the few remaining U.S. export industries on an upward trajectory. The particular character of U.S. society and its heritage permit the country to be an "exceedingly efficient producer of higher education to be marketed worldwide." Even nations notoriously critical of the U.S. send their students to colleges and universities

here. The U.S. will probably remain a magnet for international students because of the quality and diversity of its institutions, the flexibility of programs, the international prestige associated with an American degree and the long-term payoffs for degree recipients in their home countries. U.S. institutions still have a huge capacity to absorb international enrollees: the percentage of such students is one of the lowest among major recruiting nations.[1]

It is estimated that for the year 1989-1990, the 386,850 international students in the United States contributed five to six billion dollars to the U.S. economy. This total includes $2.7 billion in expenditures over and above those for tuition, yielding an average annual per student expenditure of approximately $15,000. Viewed as a service export, the economic impact of education purchased by students from abroad is sizable. International students using external sources of funds cause an increase in the demand for and value of dollars in international money markets, and funds deposited by students in U.S. banks cause an increase in the domestic money supply. As a result, external funds used by international students raise U.S. service exports in the balance of payments context.

Though it has been asserted that international students are highly subsidized, resources consumed (expenditures) by U.S. post-secondary institutions would decrease only marginally if these students were removed from the system, particularly in the context of excess capacities. These low marginal costs imply that any revenue associated with these students represents a net improvement in the financial status of the system as a whole and of individual institutions.

Perhaps more so in Europe than in America, international student policy is increasingly viewed as a valuable adjunct to foreign policy, particularly as economic issues begin to assume higher priority on foreign policy agendas. International students' awareness of their host country's customs, business practices and market opportunities makes them a potentially significant key to future exports and imports. International education is seen as strengthening the educational and technical capacity of underdeveloped countries, not only increasing their buying power but also contributing to world peace by reducing poverty and the tension which results from it. The reversal of anti-foreign enrollment policies in Great Britain in the early 1980's was due in large part to the direct involvement of the international corporate community. The "Overseas Students Trust," an organization financed by British and transnational companies, played a critical role in developing a package of policy concessions for students from favored nations. Key arguments behind these policies came from a 1980 poll of transnational companies, which elicited positive, practical endorsements of the importance of overseas education in reinforcing trade relationships and in providing a vital core of future international managers.

Regional benefits...

Statewide economic impacts were analyzed in Utah using an inter-industry multiplier developed by the University of Utah's Center for Economic and Community Development. The multiplier estimates both direct and indirect impacts, which include resultant new household income, resultant state tax revenues and resultant employment (new jobs created). Using a weighted average of the industrial sector distribution of total expenditures by international students and their visitors, $0.318 per dollar expenditure goes directly to household income. Direct and induced effects multiply this by 2.64, resulting in total household income of $0.839 per dollar expenditure.[2] A weighted average on generated employment results in 0.0521 new jobs for every $1000

of expenditures. These figures do not include capital investments by international students and their families, though such investments are frequently large. The summary below shows dollar estimates generated by the multiplier for the state of Utah.

Direct 1981-82 impacts of 4,362 international students in Utah:	
Total expenditures:	**$45,789,000**
Per capita expenditure:	**$ 10,497**
Indirect impacts:	
Resultant new household income:	**$38,417,000**
State tax revenues collected:	**$ 5,180,000**
Employment (new jobs resulting):	**2,386**

A similar study now underway at the University of Kansas will measure the economic impact of the 5000 international students in Kansas public universities during 1990-91. Using the same multiplier and assuming annual per capita expenditures of $11,000 with similar rates of taxation would yield the totals shown below.

Direct 1990-91 impacts of 5,000 international students in Kansas:	
Total expenditures:	**$55,000,000**
Per capita expenditure:	**$ 11,000**
Indirect impacts:	
Resultant New Household Income:	**$46,145,000**
State Tax Revenues Collected:	**$ 6,215,000**
Employment (new jobs resulting):	**2,866**

Local benefits...

At the local level, direct and indirect economic impacts are correspondingly significant, but these figures alone do not tell the whole story. Internationals also make a disproportionate contribution to local economic environments by generating tuition dollars and FTE more rapidly than any other students.

1. Direct economic impacts. A study done at Michigan Technological University (Houghton County, Michigan) analyzed impacts of 238 international students for the year 1986-87. The study also investigated student deposits in local banks, which increase funds available for lending in the local economy.[2]

Total expenditures:[3]	**$2,693,814**
Per capita expenditure:	**$ 11,318**
Total overall deposits:	**$ 740,000**
Average individual deposit:	**$ 3,117**

Data were also gathered regarding automobile purchases. Sixty-two percent (22 of 35) of students sampled had purchased automobiles at an average purchase price of $2,647. If the sample was representative, MTU students contributed around $390,000 to the area economy in automobile purchases alone.

2. Selected specific Hays area impacts. Automobile purchases and local bank deposits are two sizable, yet readily measurable, components of direct economic impact. During the fall 1991 semester, 167 of 187 internationals then enrolled were surveyed to determine the number of students owning cars, average purchase prices and where cars

were purchased. Expenditures for maintenance, fuel and insurance constitute contributions to the local economy over and above the initial purchase data shown below.

percent of students owning cars:	37.8% (63 of 167)
percent purchasing cars in Hays area:	22.2% (37 of 167)
percent purchasing cars elsewhere:	11.4% (19 of 167)
Overall average purchase price:	$ 4,548
Average Hays area purchase price:	$ 2,881
Average non-Hays purchase price:	$ 7,795

Deposits in local banks are unique in that very few international students are borrowers. Funds they deposit, therefore, constitute genuinely new money available for borrowing by the area community to fuel the local economy. A survey of 121 international student deposits in Hays as of August 25, 1991, revealed the totals shown below.

Average individual deposit[4]:	$ 4,556
Total checking deposits:	$233,400
Total savings/CD deposits:	$317,863
Total overall deposits[5](121 students):	$551,263

3. Estimated Hays area impacts. Conservative estimates based on the Utah study and the Hays area surveys, using an annual per capita expenditure of $11,000, show the following estimated impacts on the Hays area economy of the 201 international students enrolled at FHSU for spring 1992.[6]

Direct impact of 201 international students:	
Total expenditures:	$2,211,000
Indirect impacts:	
Resultant new household income:	$1,855,030
Employment (new jobs resulting):	115
Selected specific impacts:	
Estimated total local deposits:	$ 915,750
Estimated total Hays auto purchases:	$ 128,550
Estimated total auto purchases:	$ 345,550
Summary of estimated Hays area impacts per student:	
Per capita expenditure (base estimate):	$ 11,000
Average individual deposit:	$ 4,556
Resultant new household income:	$ 9,229
Hays area automobile purchases:	$ 640

Using a target international enrollment of 275 students, estimated local economic impacts would be as follows:

Direct impact of 275 international students:	
Total expenditures:	$3,025,000
Indirect impacts:	
Resultant new household income:	$2,538,000
Employment (new jobs resulting):	132
Selected specific impacts:	
Estimated total local deposits:	$1,252,900
Estimated total Hays auto purchases:	$ 176,000

4. Disproportionate impact on FTE and tuition income. Studies show that international students generate FTE more quickly than American students, primarily because of government restrictions against part-time enrollment. In 1982, international students comprised only 4.0% of headcount totals for all U.S. public universities, but accounted for 6.8% of total FTE. FHSU is no exception. From 1979 to 1990, internationals averaged only 1.67% of total headcount, but averaged 2.22% of total FTE. Average ratio of international FTE to headcount over this period was 1.05, compared to .79 for American students. The chart below shows fall FTE data for the twelve-year period.

Fall	Total Head	Total FTE	Amer Head	Intl Head	Intl FTE	Intl Head%	Intl FTE%
'79	5644	4500	5563	81	89.75	1.44	1.99
'80	5863	4665	5747	116	130.11	1.98	2.79
'81	5607	4571	5485	122	130.26	2.18	2.85
'82	5513	4376	5360	1427	150.60	2.58	3.44
'83	5476	4316	5346	117	117.70	2.14	2.73
'84	5399	4240	5303	82	82.88	1.52	1.95
'85	5657	4258	5583	62	59.95	1.10	1.41
'86	5538	4277	5459	63	70.60	1.14	1.65
'87	5136	4080	5057	70	75.99	1.36	1.86
'88	5005	3999	4934	64	69.31	1.28	1.73
'89	4977	4047	4894	71	68.79	1.43	1.70
'90	5501	4339	5385	108	108.55	1.96	2.50
					AVERAGE:	1.67%	2.22%

Because of this ratio differential, internationals generate tuition dollars much more rapidly per person than American students. All international graduate students and 96% of undergraduates pay non-resident tuition, compared to only 4.8% of American students (average since 1980). The resulting 1991-92 average tuition per credit hour for internationals of $131.90 (UG) and $146.00 (G) compares to averages of $55.52 (UG) and $65.08 (G) for American students.[8,9]

Multiplying average tuition by FTE ratio and credits per FTE reveals a striking contrast between international and domestic students in terms of average tuition dollars generated per semester, as shown below.

	Avg. Tuit.		FTE Ratio		FTE Cred.		Avg. Tuition Per Semester
Amer. undergrad.	$ 55.52	x	.79	x	15	=	$ 657.91
Int'l undergrad.	$131.90	x	1.05	x	15	=	$ 2077.43
Amer. graduate	$ 65.08	x	.79	x	9	=	$ 462.72
Int'l graduate	$146.00	x	1.05	x	9	=	$ 1379.70

In average dollar terms per student, internationals are three times more productive than domestic students.

COSTS

A 1983 study concluded that educators had only an imperfect notion of the marginal costs associated with international students at their institutions. Ascertaining precise economic impacts requires a complex calculation that is "highly dependent on assumptions" and data related to facilities, manpower allocation, excess capacity, the interaction of students with the local community, and so on. The methodology for making such a comprehensive determination has yet to be developed. Specifics that are accessible must still be accompanied by some speculation.

Of all costs associated with international enrollments, essential staff time is the most easily quantifiable, and commonly includes both services and admissions personnel. At FHSU, the current staff allocation for international student services is a .5 seasonal position (no benefits) with limited secretarial support. Graduate and undergraduate admissions allocate roughly fifty total hours[10] of support staff time per week to international applications, to which must be added costs for international brochures, application materials and postage.

One approach to evaluating the cost effectiveness of international enrollments might involve merely comparing a total of the above costs to total international tuition income. Thus the $215,000 paid in fall 1991 tuition by Fort Hays international students would well exceed direct costs for the same semester.

The formula is not quite so simple, however. Internationals can be more demanding than domestic students, as professors must sometimes give them additional assistance in understanding assignments or course requirements. Language problems, though countered to some extent by proficiency requirements, may require instructors to help students with spoken or written English. Academic advisors probably spend more time explaining class scheduling and degree requirements with international advisees. Housing and other service personnel on campus spend more time explaining policies and procedures to internationals than to Americans. These expenditures of time and energy are difficult to measure.

Pure educational costs are also difficult to measure. Though some assert that internationals are highly subsidized, resources consumed (expenditures) would decrease only marginally if these students were not enrolled, particularly in the context of excess capacities. Though an institutional expenditure per student can be calculated, these low marginal costs imply that, when excess capacities exist, any revenue associated with marginal students such as internationals should be viewed as net financial gain for the school. Educational costs would include, however, any remedial instruction necessitated by international students when such instruction is not instituted specifically for recruiting purposes.

RETENTION AND NEED FOR SERVICES

FHSU ranks well below its Kansas peers with respect to resources allocated for international student services, which currently consist of only a .5 seasonal position with limited secretarial support. **Fort Hays State is the only Kansas Regents institution without a single full-time staff dedicated to international student affairs** (see institutional comparisons, page 3). The university is poised to begin enjoying the fruits of increased international enrollment, but these may prove short-lived if steps are not taken to increase essential services.

Presumably due to limited staffing in this area, no analysis or tracking has been done to date at FHSU to provide information regarding international student retention. However, it is accepted that sufficient and appropriate services are a key to retention; recent initiatives have reorganized other campus areas on the basis of this principle. The importance of adequate services is heightened by the extreme mobility of these students, and the relative lack of community resources ("fun things") in Hays that schools in urban areas can offer. A special opportunity to build on the influx of new students in 1991 may be lost if FHSU does not endeavor to provide necessary services.

The inherently stressful nature of cross-cultural living contributes to international students' need for special assistance, referrals and programming. Internationals' needs in these areas surpass those of other students because even relatively simple matters can pose frustrating and demoralizing obstacles. These students are increasingly sophisticated consumers of American education, and readily transfer if dissatisfied. Frustrations, whether academic or non-academic, may be sufficient incentive to join a friend at another institution. An ongoing yearly survey at Pittsburg State shows that **peer referrals account for about 70% of all new international applications**, highlighting the need for services which will help create a positive campus and community experience.

The rationale for better services, however, goes beyond pragmatic arguments based on economics and retention. Paradoxically, the educational (personal and cultural) impact of international students seems to diminish as numbers escalate. Perhaps this is because students begin to cluster in national groups, and/or because larger groups tend to be perceived as undifferentiated, threatening masses by their host institutions or communities. In any case, it is precisely when numbers begin to increase that investments must be made toward improved cross-cultural programming and integration for internationals to fulfill their potential on campus and in the community.

RELATED ISSUES

Other areas needing priority consideration but beyond the scope of this paper are outlined below. It is recommended that these areas be given careful consideration by the administration and the task force on international programs.

Institutional policy. At present no comprehensive institutional policy exists regarding the recruitment and enrollment of international students at FHSU. Benefits must be weighed against costs and the results used to assess priorities and alternatives. As major changes take place on campus, the need is heightened for a clearly-articulated policy, and for the enlistment of community, faculty and administrative support for that policy. The FHSU institutional mission statement should perhaps be amended to encompass new international priorities.

International admissions. Currently the international student advisor is responsible for all direct FHSU international recruiting activities. Time and position limitations hinder development of this important aspect of internationalization. **FHSU has not positioned itself to sustain higher international enrollments in the event of difficulties with existing referral and recruiting channels.** Responsibility for international recruiting would seem to fall logically within the Office of Admissions, with perhaps a half-time position dedicated to this function. Initial (prospective student) correspondence would also be more efficiently handled through an international admissions officer. Under the present arrangement, correspondence with prospective students is handled variously by the graduate office, the registrar's office, the international student advisor or a combination of two or more of these offices. The ambiguity of this arrangement, the pressing need for more staff in all three offices to handle increasing international applicants and inquiries and the need to plan wisely for the future suggest a need to designate an individual or office to centralize and streamline international recruiting and admissions procedures.

Application fees. FHSU does not assess a special application fee for international applicants to offset the high costs of international correspondence and processing. All other Kansas Regents institutions have some sort of international application fee at the graduate and/or undergraduate level. This source of revenue should be carefully considered in light of current and projected costs.

Increasing non-resident tuition. Over the past two years, non-resident tuition has increased sharply. International students often shop around to find institutions which meet their academic needs in the most economical way. Tuition increases are hurting FHSU's ability to attract international students who also look at schools of similar size in neighboring states.

International student scholarships. Financial aid for incoming international students, other than on-campus employment, is essentially non-existent. Funding must be sought for sizable awards of various types if FHSU hopes to attract more students from under-represented areas. Students from Eastern Europe, for example, have very little access to hard currency and will probably require substantial financial aid.

AESL tuition. Tuition charged by AESL recently increased to $3000 per semester, to which is added books ($150) and tuition for the one-credit hour FHSU course ($135.25) required of all full-time AESL students. This places the FHSU program $500 above the next most expensive program in Kansas (KU), and an average of $1000 above all other

intensive English programs in Kansas. This disparity, however, is of less concern to students than that between AESL tuition and regular full-time FHSU tuition (AESL tuition is approximately $1000 higher). AESL's justifications for the comparatively high tuition are: 1) a greater number of student/instructor hours per week, 2) more rapid progress in English proficiency than that achieved in other programs, and 3) their policy of maintaining the same tuition across the U.S. at each of their program locations (in their San Francisco program these rates are quite acceptable). FHSU needs to monitor the program here to be sure these justifications are sufficient (that they are understood and accepted by students), and to be sure students are not lost because of high tuition.

Improved communication on campus. Faculty and staff need to be better informed regarding goals, strategies and changes in the international area. Faculty input and involvement should be solicited as international enrollment increases and related issues assume greater importance.

Community attitudes and engagement activities. A recent informal survey indicated the need for further study of American students' attitudes toward international students. Though no clear statements can be made on the basis of the survey, a large percentage of respondents (35%) offered negative comments when asked their feelings about the increasing number of international students on campus. Student, faculty and community attitudes need to be better understood as internationalization gains momentum. Programs to stimulate and facilitate community linkages with the international student population are needed to increase cross-cultural understanding and tolerance.

SUMMARY AND RECOMMENDATIONS

FHSU has traditionally shown the least measurable commitment to international education of all Kansas Regents institutions. Comparisons show the need to develop the international area in order for FHSU to become competitive. Dramatic changes are underway in some areas. Sharply increasing international enrollments, if properly managed and sustained, could play an important role in developing the international character of the university. Recent increases are due to a limited number of recruiting strategies, however, and diversification is needed to insure the stability of future enrollments. Related costs are difficult to measure, but it seems FHSU stands to reap significant short-term educational and financial rewards as a result of these increases. Unless services for this unique group are increased, however, these benefits may remain exclusively short-term. Increased international services are both economically justified and sorely needed to ensure favorable retention rates and realization of the long-term benefits of increased international enrollment.

It is recommended:

1. that the university develop and adopt enrollment objectives, nationality distribution guidelines and alternative strategies for future international student recruitment. An initial enrollment target of 275 students is recommended, with a nationality distribution guideline limiting enrollment from any particular country to no more than 25% of enrollment for any given semester. Alternative recruitment strategies should be developed to reach these goals and to protect the university from over-dependence on one or two sources of international students.

2. that the present .5 seasonal position for international student services be increased to a full-time line position with secretarial support and student hourly labor.

3. that this increase be effected in the context of long-term task force recommendations as well as administrative initiatives, and be seen as an important early step toward proper development of the international dimension at Fort Hays State University.

4. that immediate attention be given to the following issues:
   a. development of an institutional policy regarding international students
   b. development and modification of international admissions and recruiting
   c. possible implementation of international application fees
   d. rapidly increasing non-resident tuition costs
   e. strategies for development of financial aid for international students
   f. AESL program costs
   g. improved communication to faculty and staff
   h. community attitudes and engagement activities

ENDNOTES

1. 1987 percent international enrollment in some major receiving nations was as follows: Switzerland, 11.4%; France, 9.3%; Belgium, 8.9%; Sweden, 5.6%; United Kingdom, 5.5%; Germany (former West), 5.3%; Sweden, 5.6% (1985); Australia, 4.1% (1985); United States, 2.8%; Japan, 0.7%.

2. Represents net contributions to the area economy resulting from direct expenditures by international students at MTU.

3. Constitutes a simple multiplier of 1.839, very close to the figure of 1.8 used by Dr. Jack McCullick, FHSU School of Business.

4. Represents total of savings accounts, certificates of deposit and checking accounts where applicable.

5. Based on the Michigan study, predicted total deposits for the above 121 students would be approximately $377,157. The discrepancy is favorable, but because balances decline approximately 50% as withdrawals are made over the course of a semester, totals will vary accordingly. Inflation since the Michigan study (1987) is also a factor.

6. Total enrollment figures for any given semester, unless noted otherwise, also include resident aliens. These students are usually permanent residents of the United States, and therefore may pay in-state tuition if they meet other requirements for Kansas residency. Tuition expenditures are thus for these students than for "true" international students, who nearly always pay non-resident tuition. On the other hand, resident aliens are more likely to purchase cars than other international students, and may make other substantial expenditures and investments in the local economy as well.

7. International populations and other base totals were slightly higher than figures shown for 1982-1990, but FTE data were available only for the number of students shown. All data from FHSU Office of Budget and Planning.

8. Average tuition paid by foreign undergraduates will increase slightly to the full non-resident rate, as recent regulatory changes will no longer allow exchange students graduating from Kansas high schools to pay resident fees.

9. These averages do not take into account fee reductions for non-residents holding graduate assistantships. Doing so would slightly decrease the gap between foreign and American students with respect to average tuition per credit hour, but this is offset by benefits to the school in terms of low-cost additional faculty and/or research capacity.

10. Based on an estimate of 20 hours per week secretarial in Registrar's office for processing of undergraduate admissions and 30 hours per week of student hourly employment in the graduate office.

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APPENDIX 1

FHSU HEADCOUNT COMPARISONS
Fall Semesters, 20th Day

Year	Total Headcount	Int'l Headcount	Percent Int'l
1968	5,459	65	1.19
1969	5,578	67	1.20
1970	5,442	69	1.27
1971	5,246	62	1.18
1972	4,838	35	0.93
1973	4,603	45	0.98
1974	5,062	48	0.95
1975	5,141	77	1.50
1976	5,303	72	1.36
1977	5,678	91	1.60
1978	5,453	87	1.60
1979	5,644	81	1.44
1980	5,863	116	1.98
1981	5,607	122	2.18
1982	5,513	153	2.78
1983	5,476	130	2.37
1984	5,399	96	1.78
1985	5,657	74	1.31
1986	5,538	79	1.43
1987	5,136	79	1.54
1988	5,211	71	1.42
1989	5,216	83	1.67
1990	5,567	116	2.11
1991	5,692	187	3.34

APPENDIX 2

GRADUATE FTE COMPARISONS
Fall Semesters, 20th Day

Year	Grad Head	Tot. FTE	Grad. Amer. Head	Grad. Intl Head	Grad. Intl FTE	% Intl Head	% Intl FTE	Amer. FTE/ Head Ratio	Intl FTE/ Head Ratio
1968	612	409	-	-	-	-	-	-	-
1969	573	398	-	-	-	-	-	-	-
1970	560	420	-	-	-	-	-	-	-
1971	558	497	-	-	-	-	-	-	-
1972	555	489	-	-	-	-	-	-	-
1973	576	462	-	-	-	-	-	-	-
1974	990	639	-	-	-	-	-	-	-
1975	1,037	631	-	-	-	-	-	-	-
1976	1,293	715	-	-	-	-	-	-	-
1977	1,513	802	-	-	-	-	-	-	-
1978	1,506	809	-	-	-	-	-	-	-
1979	1,594	784	1,578	16	18.22	1.00	2.32	.485	1.139
1980	1,673	847	1,653	20	26.11	1.20	3.08	.497	1.305
1981	1,418	658	1,404	14	15.00	0.99	2.28	.458	1.071
1982	1,523	745	1,490	33	40.00	2.17	5.37	.473	1.212
1983	1,530	792	1,489	41	44.77	2.68	5.65	.502	1.092
1984	1,477	754	1,452	25	28.55	1.64	3.79	.450	1.142
1985	1,703	799	1,679	24	25.55	1.41	3.20	.461	1.065
1986	1,608	821	1,567	41	48.00	2.55	5.85	.493	1.171
1987	1,386	750	1,338	48	53.66	3.46	7.15	.520	1.118
1988	1,294	727	1,251	43	50.11	3.32	6.89	.541	1.165
1989	1,185	687	1,148	37	39.66	3.12	5.77	.564	1.072
1990	1,442	792	1,392	50	59.55	3.47	7.52	.526	1.191
1991	1,374	778	1,308	87	(75.57)	4.80	(9.71)	(.537)	(1.145)

( ) = estimates based on previous averages

APPENDIX 3

NON-RESIDENT ENROLLMENT
Fall Semesters, 20th Day

Year	Headcount Non-Resident Students	Headcount International Students	% of Non-Res. Which were International
1968	255	65	34.2
1969	281	67	31.3
1970	267	69	34.8
1971	246	62	33.7
1972	193	35	22.2
1973	179	45	33.6
1974	206	48	30.4
1975	268	77	40.3
1976	286	72	33.7
1977	293	91	45.0
1978	303	87	40.3
1979	337	81	31.6
1980	384	116	43.3
1981	402	122	43.6
1982	394	153	63.5
1983	365	130	55.3
1984	361	96	36.2
1985	311	74	31.2
1986	341	79	30.2
1987	326	79	32.0
1988	361	71	24.5
1989	346	83	31.6
1990	399	116	41.0
1991	456	187	69.5

APPENDIX 4

GRADE POINT AVERAGES
International/American Undergraduate and Graduate

	UG - Int.	(#)	G - Int.	(#)	UG - Am.	(#)	G - Am.	(#)
S 1985	2.28	59	2.93	30	2.64	3431	3.09	759
F 1985	2.33	42	3.01	32	2.58	3644	2.98	698
S 1986	2.51	37	3.35	39	2.63	3408	3.03	630
F 1986	2.29	32	3.05	47	2.52	3651	3.04	664
S 1987	2.51	31	3.12	48	2.60	3418	3.26	723
F 1987	(Data not available for this semester)							
S 1988	2.24	19	3.29	45	2.60	3375	3.34	721
F 1988	2.31	24	3.19	47	2.57	3535	2.75	697
S 1989	2.14	25	3.32	46	2.62	3338	3.12	660
F 1989	2.02	38	3.06	45	2.61	3631	3.16	684
S 1990	2.51	42	3.17	47	2.68	3437	3.30	686
F 1990	2.65	61	2.98	54	2.59	3769	3.13	638
S 1991	2.45	57	2.92	45	2.65	3505	3.21	630

APPENDIX 5

KANSAS REGENTS INSTITUTIONS
ENROLLMENT HISTORIES

1. University of Kansas

Fall	Total Headcount	Intls	Percent Intl
83	24,219	1,647	6.80
84	24,436	1,675	6.85
85	24,774	1,687	6.81
86	25,822	1,813	7.02
87	26,306	1,784	6.78
88	26,020	1,820	6.99
89	26,320	1,876	7.13
90	26,436	1,933	7.31
91	26,661	1,908	7.16

2. Kansas State University

Fall	Total Headcount	Intls	Percent Intl
83	18,053	809	4.48
84	17,678	789	4.46
85	17,257	759	4.40
86	17,285	901	5.21
87	17,662	1,003	5.68
88	18,927	989	5.23
89	19,732	1,090	5.52
90	20,776	1,132	5.45
91	20,712	1,135	5.48

3. Wichita State University

Fall	Total Headcount	Intls	Percent Intl
83	17,242	1,042	6.04
84	17,021	1,071	6.29
85	16,902	1,049	6.21
86	16,843	981	5.82
87	17,052	957	5.61
88	17,267	1,021	5.91
89	17,419	1,143	6.56
90	16,668	1,204	7.22
91	15,779	1,022	6.48

4. Pittsburg State University

Fall	Total Headcount	Intls	Percent Intl
83	5,271	149*	2.83
84	4,927	186	3.78
85	5,359	182	3.40
86	5,497	269	4.89
87	5,445	332	6.10
88	5,609	332	5.92
89	5,960	374	6.27
90	5,918	402	6.79
91	5,950	477	8.02

5. Emporia State University

Fall	Total Headcount	Intls	Percent Intl
83	5,358	272	5.08
84	5,498	226	4.11
85	5,344	236	4.42
86	5,230	226	4.32
87	5,459	232	4.25
88	5,763	239	4.15
89	6,021	247	4.10
90	6,077	257	4.23
91	6,034	265	4.39

6. Fort Hays State University

Fall	Total Headcount	Intls	Percent Intl
83	5,476	130	2.37
84	5,399	96	1.78
85	5,657	74	1.31
86	5,538	79	1.43
87	5,136	79	1.54
88	5,211	71	1.42
89	5,216	83	1.67
90	5,567	116	2.11
91	5,599	187	3.34

NAFSA
ASSOCIATION OF
INTERNATIONAL
EDUCATORS

Suite 1000
1875 Connecticut Avenue, NW
Washington, DC 20009-5728

Telephone 202/462.4811
Telecopier 202/667.3419
Internet INBOX@NAFSA.ORG

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